

Review of Assessment Reporting 2019-2020 Reporting Cycle Overview and Summary of Findings

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The Center for University Teaching, Learning, and Assessment (CUTLA) conducts an annual review of assessment reports. The Office of Institutional Effectiveness (IE) initiated a new Excel-based reporting template for the 2018-2019 reporting cycle, which required revision of the rubric used for previous reviews of assessment reporting. The current review provides a follow-up assessment of the quality of reporting for undergraduate and graduate programs based on this new reporting template and rubric. The report also includes a two-year comparison of review scores, documenting progress toward an increasingly mature assessment process at the University of West Florida.

Four reviewers examined assessment reports for all undergraduate and graduate programs submitted for the 2019-2020 assessment reporting cycle. Details of the methodology for the review appear in Appendix A. Summary data for all academic programs and college-level findings (undergraduate programs and graduate programs) appear in four tables presented in Appendix B. The rubric appears in Appendix C.

As in previous years, rubric elements were organized to create composite scores that evaluated three major characteristics of assessment work:

- Evaluation of assessment **reporting**. This score tracks the degree to which programs comply with reporting expectations: collection and submission of annual assessment findings and posting required curriculum maps and 5-year assessment plans on the IE website.
- Evaluation of the use of high-quality assessment processes and tools (**maturity of assessment**). Rubric elements that contribute to this score represent specific assessment practices that characterize a mature assessment culture, organized as six dimensions of assessment maturity: quality of measures, representative sampling, report of results, interpretation of results, use of results to improve, and breadth of faculty engagement. Because individual rubric elements in these components are not applicable to every program, no program is expected to attain the maximum score possible for these metrics. Instead, higher scores simply reflect a more mature assessment process and year-to-year changes reflect changes in the development of effective assessment processes.
- Evaluation of the **impact of assessment**: Have actions implemented in response to prior assessment findings made a difference for the quality of student learning in the program? These two rubric elements reflect aspirational goals and enable us to identify and document programs that have reaped tangible benefits of prior assessment work through documented improvement in student learning.

Executive Summary of Findings

As with the 2018-2019 review, this review reports scores for all programs, including those that did not submit an assessment report. In the case of a missing report, all rubric elements were scored as a zero value. The rubric scores each element on a 2-point scale (present = 1 /absent = 0). Findings from the current review serve to evaluate change and improvement in assessment work compared to previous years. Departments are encouraged to reflect on findings reported for individual rubric elements and identify specific areas for which a change in assessment practices might improve the quality and

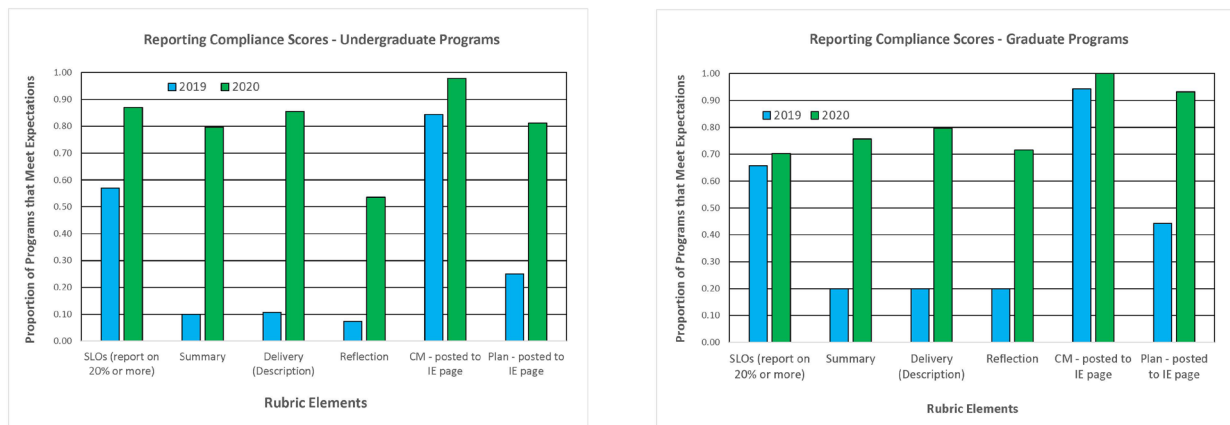
meaningfulness of future assessment work. Summary tables with scores for rubric elements and composite scores appear in Appendix B. Findings for undergraduate and graduate programs appear in separate tables. Department chairs receive separate documents that provide scores for programs they manage, along with constructive feedback about assessment processes and report quality as noted by reviewers during the scoring process.

Assessment reporting

In 2019, the Office of Institutional Effectiveness initiated an effort to develop 5-year assessment plans. As part of this effort, the rubric for the current template includes a score for SLO reporting (the first element in the rubric), which evaluates whether departments assess and report on a large enough number of SLOs to reasonably expect to assess all SLOs within a 5-year period. “Large enough” is defined as 20% of the total number of SLOs articulated for the program on an Academic Learning Compact or Academic Learning Plan. In addition, programs were expected to post a curriculum map and a 5-year assessment plan on the IE website. The current review found evidence for significant progress on this initiative: 81% of undergraduate programs and 93% of graduate programs now post 5-year assessment plans on the IE website, compared to 57% of undergraduate programs and 61% of graduate programs at the time of the 2019 review. In addition, a larger percentage of programs now report assessment work on a large enough number of SLOs to ensure that all SLOs can be assessed within a 5-year interval.

To evaluate overall reporting compliance, we computed the sum of the first six rubric elements. Scores for the six individual reporting rubric elements appear in Figure 1. The composite score for reporting compliance improved significantly from 2019 ($M = 2.2$, $SD = 1.38$) to 2020 ($M = 4.8$, $SD = 1.42$), $F(1, 200) = 123.442$, $p < .001$, partial $\epsilon^2 = .382$. Examination of scores on individual rubric elements identifies areas of strength and areas where additional improvements can be made.

Figure 1. Mean scores for the six rubric elements that comprise the composite score for reporting compliance for undergraduate and graduate programs.



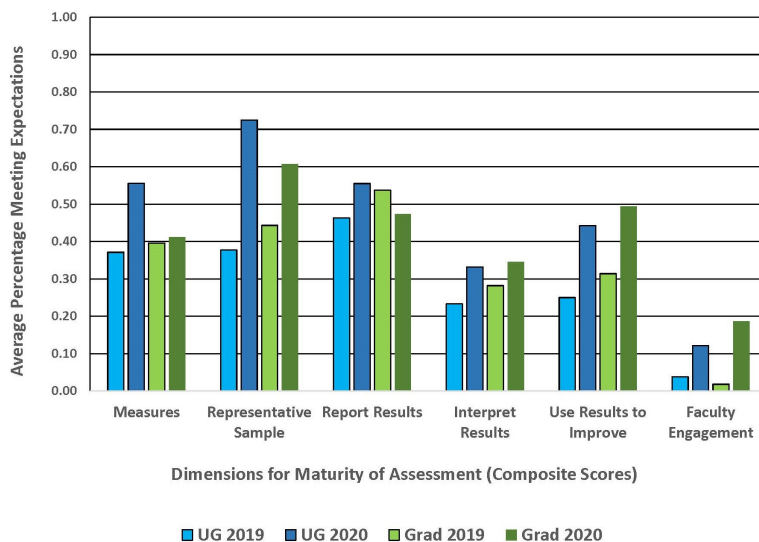
Examination of individual rubric scores identifies specific areas of improvement and suggests actions that could improve future assessment reporting. One factor that contributed to the improvement in reporting compliance scores was the addition of a Summary Tab to the report template. The Summary Tab provides prompts that enable departments to better describe the context of their assessment work. This tab was introduced mid-way during 2018-2019 reporting, in response to early work on the rubric last year, and was not available to all programs. The tab was added to all report templates for 2019-2020. However, a few departments used an old template from 2018-2019 for current year reporting, which lowered their score on reporting compliance.

Maturity of assessment at the University of West Florida

One challenge in assessing the maturing of assessment is that reviewers must rely on a department’s assessment report to evaluate the quality of day-to-day efforts to assess student learning, reflect on what does and does not seem to promote learning, and use the findings to identify and implement changes that hold promise to help students learn better. *Measures of assessment maturity reflect the quality of reporting as much as they reflect the maturity of a program’s assessment processes.*

A two-year comparison of rubric scores shows year-to-year improvement in the maturity of assessment processes. Composite scores define six dimensions of assessment that characterize a mature assessment culture: quality of measures (4 elements), representative sampling (4 elements), report of results (5 elements), interpretation of results (4 elements), use of results to improve (2 elements), and breadth of faculty engagement (4 elements). Composite scores for these six dimensions of assessment maturity, recomputed as a percentage of the total points possible in a sum, are presented in Figure 2.

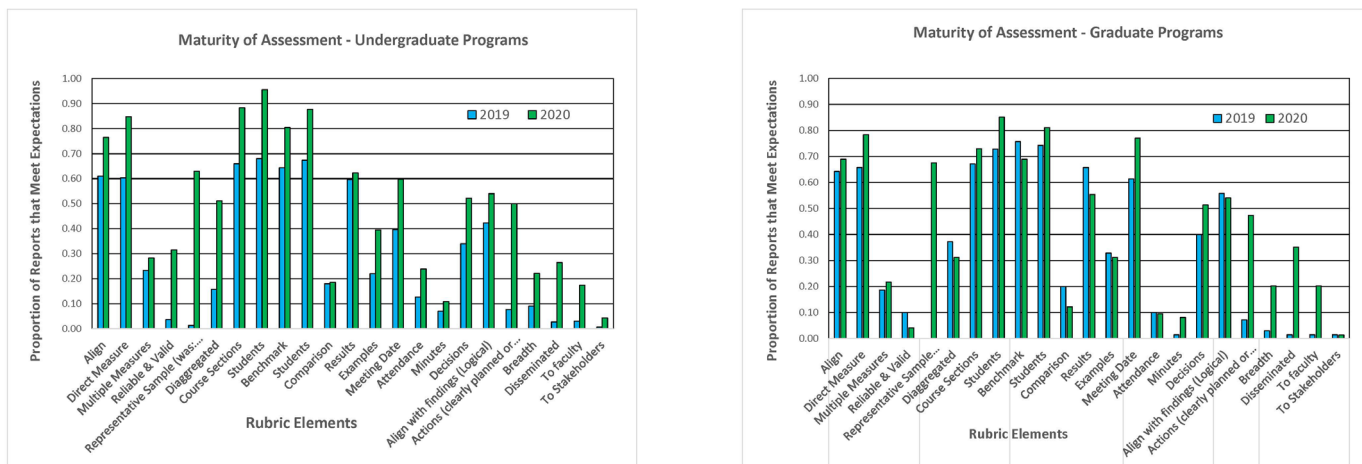
Figure 2. Two-year comparison (2019 versus 2020) of the percentage of program reports that met expectations on six composite measures of maturity of assessment for undergraduate and graduate program assessment reports.



An analysis of the maturity of assessment composite scores, computed for the 2019 and 2020 reviews, indicated significant improvement over time, with variation among program types (undergraduate versus graduate reports) and dimensions of maturity ($F(5,1080), = 4.189, MSE = 37.271, p = .001$). Figure 2 presents the average percentage of program reports that met expectations for the rubric elements included in composite scores for each of the six dimensions of maturity. Because composite scores were based on the sum of 2-5 rubric elements, the analysis was based on mean percent scores, which rescaled composite scores to the same range of values. The same pattern emerged when the analysis was computed on the raw composite scores (sums of rubric elements). These findings are reasons to celebrate progress across campus toward more mature assessments. They also help identify areas where future efforts can provide future gains.

Examination of the 23 individual rubric scores (presented in Figure 3, below) identifies particular areas of improvement reflected in the composite scores and suggests actions that could improve future assessment reporting.

Figure 3. Scores for the 23 rubric elements that were used to compute the six composite scores for maturity of assessment for undergraduate and graduate programs.



Although some year-to-year improvements observed in the current review were small, *nearly every individual rubric element shows some improvement* (and large improvements for some elements) compared to scores from last year’s review.

Conclusions

The University now has a well-established history of systematic reporting for program-level assessment of student learning. Formal reviews of assessment practices based on a previous assessment report template (2015-2018) documented significant improvements in both assessment reporting (compliance) and maturity of assessment (quality and meaningfulness) (Stanny, 2020). The reviews from the past two years, based on the revised report template and rubric, show a similar pattern of continuous improvement.

Observations (Part 1): Strengths in assessment work in colleges and departments

The following observations reflect areas of strength in assessment reporting and assessment practices described in the 2019-2020 assessment reports.

- Academic programs have made great progress toward developing and initiating implementation of *5-year assessment plans*.
- A majority of programs report findings based on *direct measures of student learning*.
- The addition of a *Summary Tab* to the assessment report template has improved the quality of assessment reporting and made the reports more meaningful to external reviewers.
- Undergraduate programs now *describe the how their programs are delivered in terms of instructional modalities and locations*. When relevant, programs are beginning to disaggregate assessment findings to address questions about the equivalence of learning when programs are delivered in different ways. As a result, reports more clearly document the degree to which *samples of students assessed are representative* of the population of students enrolled in the program.
- Departments increasingly document faculty reflection on assessment findings during a scheduled faculty meeting or a faculty retreat. These activities suggest increased *breadth of faculty*

engagement in the process of assessing student learning, interpreting the findings, and making decisions about curriculum improvements.

- ***The alignment between SLOs, assessment measures, and actions proposed to improve student learning is improving.*** Department narratives are more likely to describe a clear and logical relation between articulated learning outcomes, how student learning is measured, and concrete actions faculty intend to implement in the coming year to strengthen academic programs and improve student learning.

Observations (Part 2): Suggested actions to improve the quality of assessment and the clarity of assessment reporting

Based on anecdotal observations during consultations, CUTLA and IE believe departments engage in more mature assessment practices than is reflected in their assessment reports. The suggestions below identify changes that might improve the maturity of assessment work. However, departments can also improve the clarity of their assessment report, improving their ability to “tell their assessment story.”

- The reporting templates change a bit from year to year as part of IE efforts to improve the clarity and quality of assessment reporting. Changes may include new fields to prompt reporting of key details or revised prompts that clarify expectations for report narratives. ***Please download and use the most current template for annual assessment reporting.***
- IE selects a representative sample of assessment reports and supporting documents when it prepares reports for external audiences. ***External reviewers want concise but compelling narratives that are easy to navigate and easy to understand.*** The assessment template is designed to help programs organize information and make it easy for a reviewer to find key details. Avoid blending narratives for multiple programs and/or multiple learning outcomes.
- ***Consider the audience for the assessment report when writing narratives.*** Reviewers are almost always external to the academic department and may also be external to the University of West Florida. Avoid jargon. Provide enough detail in narratives for the report template (Excel file) to give the narrative credibility as a high-level (and brief) summary of assessment work and findings. Upload supporting documents to provide more extensive detail, data analysis, charts and graphs, and longer interpretative narratives to elaborate on the executive narratives. Provide a one- or two-sentence description each supporting document in the report template to guide reviewers and help them determine whether they need to consult the supporting documents to clarify or give added credibility to the template narratives.
- ***Make sure that assessment methods and measures align with the SLOs assessed.*** Narratives in the assessment report should provide a clear rationale for why a particular assessment measure is a credible assessment for the SLO assessed. Explanations should be understandable and convincing to an intelligent reader who is not a member of the reporting discipline.
- ***Describe actions taken (or planned) to improve student learning in specific, concrete terms.*** Decisions and actions to be implemented should relate logically to the findings reported for the SLO assessed. Describe plans to implement change with sufficient specific detail about actions and timelines to be credible.
- ***Close the loop. Make comparisons across multiple assessment cycles*** when conducting and reporting assessments that follow up on and evaluate the impact of an initiative driven by previous assessment findings. Remember to ask the question: Did this change make a difference for student learning? Too often, departments make efforts to improve learning in a program and then forget to follow up and ask if the changes had the intended benefit. As a result, departments miss an opportunity to observe (and document) the benefit of their assessment efforts and the academic world fails to benefit from lessons learned from these initiatives.

- ***Graduate programs face a different set of challenges for assessment than undergraduate programs.*** Discussions are underway as to how the reporting template should be modified to better enable graduate programs to describe how they obtain a representative sample of their students for program-level assessments. These programs are offered in more homogeneous settings, which reduces the need to disaggregate findings by location or modality.
- The Office of Institutional Effectiveness will continue to work with Chairs and faculty engaged with assessment reporting ***to clarify expectations for a clear, compelling assessment narratives in assessment reports.*** This year, the reviewers offered comments and suggestions to help specific programs explain their assessment work and how they use findings to strengthen academic programs and student learning. Each program will receive a copy of program scores on the rubric along with any reviewer comments.
- ***Describe program modality and locations and disaggregate data appropriately*** to answer a question about learning in an academic program. If some cohorts of students take classes exclusively online and others only take classes face-to-face, a reasonable assessment question is whether the two cohorts have equivalent learning experiences and achieve similar levels of academic success. This question can only be addressed by disaggregating data. The prompt on the Summary tab can help provide context on the disaggregation of data reported on the Programmatic Assessment tab (i.e. course delivery in face-to-face vs online modalities or at multiple locations such as Emerald Coast, as appropriate to the program). Reviewers won't be able to determine whether the program ought to be disaggregated data by modality or location unless the department describes how the program is implemented on the Summary tab of the report.
- ***Broadly engage faculty in the assessment process.*** Program-level assessment of student learning is a component of the larger role of faculty governance of the curriculum. Decisions about curriculum design, instruction, and student learning are more likely to be successfully implemented if they are made with broad faculty engagement. Assessment for compliance can be delegated to a small faculty committee. Assessment for improvement requires broad faculty engagement and discussion. A mature assessment process strives for improvement rather than mere compliance with reporting. Submit meeting minutes that capture a faculty discussion of the assessment findings and actionable use of results to provide strong evidence of broad faculty engagement. Include a list of attendees and non-attendees in the minutes to enable a reviewer to determine the proportion of faculty who participated in the discussion.
- ***Use direct measures for assessing student learning.*** A common source of direct measures is the evaluation of embedded, course-level assignments. In some programs, students take a licensure or certification exam that maps directly to program-level SLOs. These programs might use practice exams or scores from the actual exam as a direct measure. However, global scores (e.g., a pass rate) are less useful as direct measures than are sub-scores that evaluate student performance on discrete skills or SLOs. Departments that have access to this type of exam data can use these scores as a direct measure. Departments should describe the assessment instrument(s) they use to assess the learning outcome on both the Summary tab and the Programmatic Assessment tab so that reviewers will understand the assessment instrument used.
- ***Provide examples of assessment instruments.*** Narratives in the main assessment report should be brief. The Office of Institutional Effectiveness must extract a sample of narratives verbatim to include as supporting evidence in reports submitted to external agencies. Short but compelling narratives are required, but short narratives are sometimes cryptic. Programs that upload examples of rubrics, exam questions, focus group protocols, and other assessment instruments provide clarity about how measures align with particular SLOs. Documentation of data analysis, minutes from the faculty assessment meeting or retreat discussion, and similar supporting documents add clarity and credibility to brief summary narratives.

- **Provide an actionable “Use of Results to Improve Student Learning” narrative.** The Office of Institutional Effectiveness will add a field to the 2020-2021 template to request this narrative. Be specific when writing this narrative response. Include observations and interpretations of the assessment findings and what faculty believe they can do to improve student learning. If there has been a “shock” to the environment, such as a pandemic or natural disaster that the faculty believe has impacted student learning, then please say so in the narrative. Discuss efforts faculty made to mitigate these impacts on students learning.

References

Stanny, C. J. (2020, June). *Promote change by assessing the maturity of your assessment culture*. Single paper focus session presented at the Association for the Assessment of Learning in Higher Education (AALHE) conference. [Online conference. <https://www.aalhe.org/2020-online-conference-program>]

APPENDIX A

Methodology for the 2021 Review

Description of the rubric

The rubric used for the review is comprised of three major sections: **Reporting Compliance Criteria**, **Maturity of Assessment**, and **Evidence of Impact**. A copy of the rubric is included in Appendix C. The Maturity of Assessment section includes components that evaluate characteristics of a mature assessment process:

- Measures
- Data collection process
- Report of results
- Interpretation of assessment findings
- Use of results to improve student learning
- Faculty engagement

Rubric elements were scored as a 0 (evidence is missing or the criterion is not applicable to the reporting program, as when no evidence is provided for an optional item) or 1 (evidence is complete and compelling). Composite scores, based on the rubric elements included in a section or component of a section, create a global measure of the quality of reporting.

- **Section 1. Reporting Criteria.** Six rubric elements evaluate key elements that should appear in every assessment report to adequately document the program’s **compliance with expectations for reporting** assessment processes with clear and compelling narratives. Although elements in this section apply to all reporting programs, they reflect the most **current** version of the reporting template (which includes a summary page for a program description).
- **Section 2. Maturity of assessment: Evidence for use of best practices and evidence of improvement based on assessment findings.** This section is divided into six components (listed above). Scores for each component are based on the number of rubric elements that describe best practices for this component (2 – 6 rubric elements). Summary findings report the scores for each component as diagnostic feedback and report an overall score for the section (all 23 elements). Rubric elements describe “best practices” and hallmarks of a mature assessment process. These best practice elements contribute to assessment work that is likely to produce meaningful information and guide faculty decisions about curriculum and instruction.

Interpreting scores in this section. This section is intended as a way to document gradual changes in assessment practices over time. As with the previous rubric, year-to-year improvements in scores for this section should be interpreted as evidence of a program that has developed a more mature

assessment process. Because practices evaluated with rubric elements in this section may not apply meaningfully to all programs, programs should not interpret scores in terms of the percentage of maximum points possible. For example, a program offered exclusively online will have no need to disaggregate findings based on modality of instruction. Higher scores can be interpreted as evidence of a more mature assessment process, with the understanding that no program is likely to earn the maximum score. A department might earn a score of 0 on a specific rubric element because this activity does not represent a meaningful aspect of assessment for that department.

- ***Section 3. Evidence of impact.*** As in previous years, two rubric elements evaluate the degree to which programs report an impact (either positive or negative) of actions implemented based on assessment evidence gathered in previous cycles. This metric identifies programs that provide concrete examples of tangible changes in student learning that can be attributed to teaching and learning initiatives motivated by assessment findings.

Review Procedures for the 2021 Review

Reviewers.

Four reviewers, recruited from four different colleges, scored the assessment reports. Reviewers received formal training on how to apply the rubric to score the assessment reports. The reliability of scoring was evaluated and calibrated continuously during the review.

Assessment reports.

The 2021 review examined assessment reports submitted for the 2019-2020 assessment cycle for all academic programs (69 reports for undergraduate programs, 38 reports for graduate programs). Departments submitted assessment reports using an Excel spreadsheet template prepared by the Office of Institutional Effectiveness. Departments were encouraged to supplement information in their report narratives by attaching supporting documents (meeting minutes, examples of assignments or rubrics, reports summarizing large data analyses). Reviewers examined the narratives and all supporting documents when they scored each report.

The Excel spreadsheet template enables departments to submit reports on multiple learning outcomes and assessment conducted for multiple modalities of instruction in one form. A sample Excel template appears in Appendix D.

Reviewer calibration and reliability.

Reviewers completed an initial training and discussed how to score the assessment reports based on the rubric elements. Next, reviewers scored a training sample of six assessment reports. Reports were read and scored by all four reviewers. To compute inter-rater agreement, each reviewer was first paired with every other reviewer and computed individual rater agreement (pair-wise) for each rubric element. We then computed the average agreement score across all possible pair-wise comparisons for each rubric element. Thus, agreement scores are the percentage of pair-wise comparisons that produced identical scores for a rubric element. We also computed the average percent agreement across all rubric elements.

After computing the initial reliability data, reviewers discussed areas of disagreement on individual rubric elements. Reviewers developed guidelines to help them apply the rubric consistently. Reviewers then independently rescored the six reports in the training sample. The second calculation of reliability scores established acceptable levels of reliability (81% agreement averaged over all rubric elements). Reviewers had achieved an acceptable level of consensus to begin scoring the remainder of the assessment reports.

Scoring procedures.

Reviewers scored the remaining reports in a series of assignments (3 assignments for undergraduate reports, with 20-22 reports per assignment; 3 assignments for graduate reports, with 10-13 reports per assignment). Two reviewers scored each report independently. In every assignment, each reviewer was

paired with every other reviewer for a subset of the assigned reports. Thus, percent agreement scores reflect the scoring consistency of each reviewer with every other reviewer and the average rater agreement score reflects the collective judgment of all four reviewers. ***No reviewer scored reports submitted by a department from his or her college.***

Scoring consistency was maintained by computing the rater agreement metrics for scores submitted for each assignment. In addition, we computed cumulative percent agreement for all reports scored to date. Reviewers discussed the reliability data and developed a consensus about problem areas they encountered in the most recent assignment before they scored reports in the next assignment. They added guidelines to the scoring instructions as needed to resolve emerging challenges.

Reviewer reliability measures.

Reviewer agreement was monitored for each assignment and for the population of reports reviewed. We monitored agreement for individual rubric elements and for the agreement averaged across all rubric elements, with the goal of maintaining aggregate agreement above 75%. Final reliability metrics were based on the entire population of assessment reports (69 undergraduate program reports and 38 graduate program reports). The average percent agreement was 81% for the 69 undergraduate reports and 84% for the 38 graduate reports. Agreement scores for individual rubric elements (31 elements) ranged from 58% to 100%; with 74% of individual elements meeting rater agreement at or above 75%. For the undergraduate reports, 8 rubric elements (26%) produced percent agreement scores that were less than 75% agreement (these values ranged from 59% to 74% agreement). Similarly, 8 rubric elements (26%) fell below 75% agreement for the graduate reports (these values ranged from 58% to 74% agreement).

APPENDIX B

Summary Data for Undergraduate Programs

Summary of Findings for Rubric Elements

Summary of Composite Scores

Summary Data for Graduate Programs

Summary of Findings for Rubric Elements

Summary of Composite Scores

APPENDIX C

Rubric for the Review of 2019-2020 Reports

Pages for Appendix B and C follow.

Appendix B1: Undergraduate Programs - Rubric Element Scores

Average Scores for Rubric Elements for Academic Affairs and Each College

Review of Undergraduate Program Assessment Reports

2021

2021

Scoring: Yes (Meets Expectations) = 1 NO (Missing, Does not meet expectations) = 0

Reporting		Maturity of Assessment																												Impact		
		Reporting Criteria						Measures				Representative Sampling				Report of Results				Interpretation of Findings				Use of Results		Faculty Engagement		Impact				
		SLOs	Summary	Delivery (Description)	Reflection	CM	Plan	Align	Direct Measure	Multiple Measures	Reliable & Valid	Representative Sample (was: Delivery)	Diaggregated	Course Sections	Students	Benchmark	Students	Comparison	Results	Examples	Meeting Date	Attendance	Minutes	Decisions	Align with findings (Logical)	Actions (clearly planned or implemented)	Breadth	Disseminated	To faculty	To Stakeholders	Evaluated	Compelling
Academic Affairs	Average	0.87	0.80	0.86	0.54	0.98	0.81	0.76	0.85	0.28	0.32	0.63	0.51	0.88	0.96	0.80	0.88	0.18	0.62	0.39	0.60	0.24	0.11	0.52	0.54	0.50	0.22	0.26	0.17	0.04	0.08	0.07
	SD	0.26	0.34	0.33	0.43	0.10	0.36	0.33	0.28	0.38	0.33	0.39	0.40	0.31	0.17	0.34	0.26	0.34	0.38	0.42	0.46	0.38	0.28	0.43	0.40	0.43	0.33	0.38	0.28	0.21	0.21	0.19
College of Arts, Social Sciences, and Humanities (CASSH)	Average	0.88	0.83	0.80	0.50	0.95	0.95	0.76	0.85	0.23	0.31	0.66	0.38	0.73	0.93	0.93	0.90	0.19	0.49	0.38	0.58	0.18	0.00	0.60	0.58	0.48	0.13	0.15	0.25	0.00	0.05	0.05
	SD	0.28	0.37	0.38	0.36	0.15	0.15	0.30	0.29	0.30	0.33	0.38	0.43	0.44	0.18	0.18	0.21	0.37	0.38	0.46	0.47	0.34	0.00	0.42	0.29	0.41	0.32	0.37	0.38	0.00	0.22	0.22
College of Education and Professional Studies (CEPS)	Average	0.95	0.90	0.80	0.78	0.95	0.95	0.85	0.90	0.48	0.28	0.63	0.70	0.90	0.90	0.85	0.90	0.10	0.95	0.65	0.65	0.35	0.00	0.48	0.45	0.53	0.20	0.30	0.10	0.30	0.00	0.00
	SD	0.16	0.32	0.42	0.42	0.16	0.16	0.34	0.32	0.51	0.42	0.40	0.42	0.32	0.32	0.34	0.32	0.21	0.16	0.41	0.47	0.41	0.00	0.51	0.50	0.48	0.26	0.26	0.21	0.48	0.00	0.00
College of Business (COB)	Average	0.83	0.73	0.95	0.18	1.00	0.05	0.35	0.75	0.05	0.45	0.68	0.55	1.00	1.00	0.20	0.55	0.03	0.28	0.30	0.08	0.05	0.05	0.00	0.10	0.05	0.08	0.08	0.08	0.00	0.15	0.15
	SD	0.24	0.25	0.16	0.24	0.00	0.16	0.34	0.26	0.16	0.16	0.37	0.28	0.00	0.00	0.26	0.37	0.08	0.25	0.42	0.17	0.16	0.16	0.00	0.21	0.16	0.17	0.17	0.17	0.00	0.24	0.24
Hal Marcus College of Math, Science, and Engineering (HMCSE)	Average	0.92	0.92	1.00	0.75	1.00	1.00	0.81	0.78	0.31	0.27	0.52	0.58	0.94	1.00	0.98	1.00	0.14	0.59	0.31	0.97	0.33	0.14	0.77	0.80	0.77	0.33	0.39	0.16	0.00	0.00	0.02
	SD	0.22	0.18	0.00	0.41	0.00	0.00	0.25	0.31	0.36	0.25	0.41	0.31	0.25	0.00	0.06	0.00	0.22	0.38	0.36	0.13	0.42	0.32	0.25	0.28	0.38	0.30	0.42	0.24	0.00	0.00	0.06
Usha Kundu College of Health (UKCOH)	Average	0.77	0.58	0.73	0.42	1.00	0.85	0.96	0.96	0.37	0.31	0.69	0.46	0.96	0.96	0.83	0.92	0.42	0.88	0.40	0.54	0.29	0.37	0.54	0.58	0.54	0.37	0.40	0.21	0.00	0.25	0.13
	SD	0.33	0.45	0.44	0.45	0.00	0.32	0.14	0.14	0.44	0.43	0.43	0.48	0.14	0.14	0.31	0.19	0.49	0.22	0.43	0.48	0.45	0.44	0.43	0.45	0.38	0.44	0.45	0.25	0.00	0.29	0.26

Cumulative (69 reports)

Agreement for individual rubric elements: 4/31 (13% below 70%); 8/31 (26% below 75% agreement)

Overall Rater Agreement: **81%** (average across all rubric elements)

81% Agreement (across all rubric elements); 4/31 (13% below 70%); 8/31 (26% below 75% agreement)

Appendix B2: Undergraduate Programs - Rubric Composite Scores

Average Scores for Rubric Elements for Academic Affairs and Each College

2021

Review of Undergraduate Program Assessment Reports

		Reporting (Max: 6)	Measures (Max: 4)	Representative Sampling (Max: 4)	Report of Results (Max: 5)	Interpreting Findings (Max: 4)	Use of Results (Max: 2)	Faculty Engagement (Max: 4)	Maturity of Assessment (Max: 23)	Impact (Max: 2)
Academic Affairs	Average	4.8	2.2	3.0	2.9	1.5	1.0	0.7	11.3	0.1
	<i>SD</i>	<i>1.24</i>	<i>0.90</i>	<i>0.93</i>	<i>1.13</i>	<i>1.19</i>	<i>0.78</i>	<i>0.91</i>	<i>4.17</i>	<i>0.39</i>
College of Arts, Social Sciences, and Humanities (CASSH)	Average	4.9	2.2	2.7	2.9	1.4	1.1	0.5	10.6	0.1
	<i>SD</i>	<i>1.35</i>	<i>0.88</i>	<i>1.14</i>	<i>0.86</i>	<i>0.98</i>	<i>0.67</i>	<i>1.02</i>	<i>3.71</i>	<i>0.45</i>
College of Education and Professional Studies (CEPS)	Average	5.3	2.5	3.1	3.5	1.5	1.0	0.9	12.4	0.0
	<i>SD</i>	<i>1.04</i>	<i>1.15</i>	<i>1.27</i>	<i>1.17</i>	<i>1.10</i>	<i>0.96</i>	<i>0.91</i>	<i>5.17</i>	<i>0.00</i>
College of Business (COB)	Average	3.7	1.6	3.2	1.4	0.2	0.2	0.2	6.7	0.3
	<i>SD</i>	<i>0.48</i>	<i>0.46</i>	<i>0.30</i>	<i>0.97</i>	<i>0.47</i>	<i>0.34</i>	<i>0.51</i>	<i>1.92</i>	<i>0.48</i>
Hal Marcus College of Math, Science, and Engineering (HMCSE)	Average	5.6	2.2	3.0	3.0	2.2	1.6	0.9	12.9	0.0
	<i>SD</i>	<i>0.43</i>	<i>0.96</i>	<i>0.67</i>	<i>0.72</i>	<i>0.70</i>	<i>0.51</i>	<i>0.76</i>	<i>2.42</i>	<i>0.06</i>
Usha Kundu College of Health (UKCOH)	Average	4.3	2.6	3.1	3.5	1.7	1.1	1.0	13.0	0.4
	<i>SD</i>	<i>1.52</i>	<i>0.72</i>	<i>0.91</i>	<i>1.03</i>	<i>1.62</i>	<i>0.79</i>	<i>1.05</i>	<i>4.59</i>	<i>0.51</i>

Cumulative (69 reports)

Agreement for individual rubric elements: 4/31 (13% below 70%); 8/31 (26% below 75% agreement)

Overall Rater Agreement:

81%

(average across all rubric elements)

Appendix B3: Graduate Programs - Rubric Element Scores

Average Scores for Rubric Elements for Academic Affairs and Each College Review of Graduate Program Assessment Reports 2021

2021

Scoring: Yes (Meets Expectations) = 1 NO (Missing, Does not meet expectations) = 0

Reporting		Maturity of Assessment																												Impact		
		Reporting Criteria						Measures				Representative Sampling			Report of Results				Interpretation of Findings				Use of Results		Faculty Engagement			Impact				
		SLOs	Summary	Delivery (Description)	Reflection	CM	Plan	Align	Direct Measure	Multiple Measures	Reliable & Valid	Representative Sample (was: Delivery)	Diaggregated	Course Sections	Students	Benchmark	Students	Comparison	Results	Examples	Meeting Date	Attendance	Minutes	Decisions	Align with findings (Logical)	Actions (clearly planned or implemented)	Breadth	Disseminated	To faculty	To Stakeholders	Evaluated	Compelling
Academic Affairs	Average	0.70	0.76	0.80	0.72	1.00	0.93	0.69	0.78	0.22	0.04	0.68	0.31	0.73	0.85	0.69	0.81	0.12	0.55	0.31	0.77	0.09	0.08	0.51	0.54	0.47	0.20	0.35	0.20	0.01	0.04	0.04
	SD	0.38	0.43	0.40	0.38	0.00	0.24	0.41	0.36	0.34	0.14	0.43	0.34	0.40	0.35	0.43	0.36	0.30	0.40	0.45	0.40	0.28	0.25	0.42	0.41	0.39	0.34	0.39	0.32	0.08	0.14	0.14
College of Arts, Social Sciences, and Humanities (CASSH)	Average	0.79	1.00	1.00	0.86	1.00	0.86	0.71	0.71	0.36	0.07	1.00	0.43	0.79	1.00	0.86	1.00	0.00	0.57	0.50	1.00	0.00	0.00	0.36	0.43	0.50	0.29	0.50	0.50	0.00	0.07	0.07
	SD	0.39	0.00	0.00	0.24	0.00	0.38	0.39	0.39	0.48	0.19	0.00	0.45	0.39	0.00	0.24	0.00	0.00	0.45	0.50	0.00	0.00	0.00	0.48	0.35	0.29	0.39	0.50	0.50	0.00	0.19	0.19
College of Education and Professional Studies (CEPS)	Average	0.78	0.67	0.67	0.72	1.00	1.00	0.67	0.78	0.17	0.06	0.67	0.17	0.72	0.78	0.56	0.78	0.00	0.56	0.56	0.78	0.00	0.06	0.44	0.50	0.39	0.11	0.11	0.11	0.00	0.00	0.00
	SD	0.36	0.50	0.50	0.44	0.00	0.00	0.43	0.36	0.25	0.17	0.50	0.25	0.44	0.44	0.53	0.44	0.00	0.46	0.53	0.44	0.00	0.17	0.39	0.50	0.42	0.33	0.22	0.22	0.00	0.00	0.00
College of Business (COB)	Average	0.50	0.50	1.00	0.50	1.00	0.75	0.25	0.50	0.00	0.00	0.75	0.75	1.00	1.00	0.50	0.75	0.50	0.50	0.00	0.50	0.00	0.00	0.50	0.50	0.50	0.50	0.00	0.00	0.25	0.25	0.25
	SD	0.71	0.71	0.00	0.71	0.00	0.35	0.35	0.71	0.00	0.00	0.35	0.35	0.00	0.00	0.71	0.35	0.71	0.71	0.00	0.71	0.00	0.00	0.71	0.71	0.71	0.71	0.71	0.00	0.35	0.35	0.35
Hal Marcus College of Math, Science, and Engineering (HMCSE)	Average	0.61	0.89	0.83	0.61	1.00	1.00	0.50	0.72	0.22	0.06	0.44	0.17	0.56	0.67	0.67	0.61	0.06	0.44	0.17	0.78	0.22	0.11	0.50	0.39	0.28	0.22	0.28	0.17	0.06	0.06	0.06
	SD	0.42	0.33	0.35	0.42	0.00	0.00	0.50	0.44	0.36	0.17	0.39	0.25	0.46	0.50	0.50	0.49	0.17	0.39	0.35	0.36	0.44	0.33	0.43	0.42	0.36	0.26	0.26	0.25	0.17	0.17	0.17
Usha Kundu College of Health (UKCOH)	Average	0.70	0.60	0.70	0.75	1.00	0.90	0.95	0.95	0.20	0.00	0.65	0.40	0.80	0.95	0.75	0.90	0.30	0.65	0.15	0.65	0.15	0.15	0.70	0.80	0.70	0.15	0.50	0.15	0.00	0.00	0.00
	SD	0.35	0.52	0.48	0.35	0.00	0.32	0.16	0.16	0.35	0.00	0.47	0.32	0.35	0.16	0.35	0.21	0.42	0.34	0.34	0.47	0.34	0.34	0.35	0.26	0.35	0.34	0.41	0.24	0.00	0.00	0.00

Cumulative (37 reports)

Agreement for individual rubric elements: 6/31 (19% below 70%); 8/31 (26% below 75% agreement)

Overall Rater Agreement: **84%** (average across all rubric elements)

84% Agreement (across all rubric elements); 6/31 (19% below 70%); 8/31 (26% below 75% agreement)

Appendix B4: Graduate Programs - Rubric Composite Scores

Average Scores for Rubric Elements for Academic Affairs and Each College

2021

Review of Graduate Program Assessment Reports

		Reporting (Max: 6)	Measures (Max: 4)	Representative Sampling (Max: 4)	Report of Results (Max: 5)	Interpreting Findings (Max: 4)	Use of Results (Max: 2)	Faculty Engagement (Max: 4)	Maturity of Assessment (Max: 23)	Impact (Max: 2)
Academic Affairs	Average	4.9	1.7	2.6	2.5	1.5	1.0	0.8	10.0	0.1
	<i>SD</i>	<i>1.41</i>	<i>0.90</i>	<i>1.28</i>	<i>1.27</i>	<i>0.96</i>	<i>0.76</i>	<i>0.85</i>	<i>4.48</i>	<i>0.28</i>
College of Arts, Social Sciences, and Humanities (CASSH)	Average	4.1	1.1	2.6	1.8	0.9	0.6	1.0	7.9	0.0
	<i>SD</i>	<i>1.57</i>	<i>1.02</i>	<i>1.24</i>	<i>1.22</i>	<i>0.73</i>	<i>0.53</i>	<i>1.19</i>	<i>4.49</i>	<i>0.00</i>
College of Education and Professional Studies (CEPS)	Average	5.2	2.1	2.7	2.7	1.7	0.7	0.9	10.8	0.1
	<i>SD</i>	<i>1.25</i>	<i>1.10</i>	<i>1.62</i>	<i>1.39</i>	<i>1.20</i>	<i>0.71</i>	<i>1.07</i>	<i>5.60</i>	<i>0.33</i>
College of Business (COB)	Average	6.0	1.5	3.0	3.5	1.8	1.3	0.5	11.5	0.0
	<i>SD</i>	<i>0.00</i>	<i>0.71</i>	<i>0.00</i>	<i>0.71</i>	<i>0.35</i>	<i>1.06</i>	<i>0.71</i>	<i>3.54</i>	<i>0.00</i>
Hal Marcus College of Math, Science, and Engineering (HMCSE)	Average	4.6	1.8	1.9	2.6	1.7	1.4	0.7	10.1	0.2
	<i>SD</i>	<i>1.62</i>	<i>0.90</i>	<i>1.26</i>	<i>1.29</i>	<i>1.12</i>	<i>0.70</i>	<i>0.75</i>	<i>4.28</i>	<i>0.44</i>
Usha Kundu College of Health (UKCOH)	Average	5.2	1.9	3.0	2.5	1.4	1.2	0.6	10.5	0.0
	<i>SD</i>	<i>1.25</i>	<i>0.47</i>	<i>1.09</i>	<i>1.22</i>	<i>0.75</i>	<i>0.82</i>	<i>0.52</i>	<i>4.10</i>	<i>0.00</i>

Cumulative (37 reports)

Agreement for individual rubric elements: 6/31 (19% below 70%); 8/31 (26% below 75% agreement)

Overall Rater Agreement:

84%

(average across all rubric elements)

Reporting Criteria	Location of Evidence
SLOs: Report on 20% or more of the SLOs identified for the program (on track to assess all SLOs within a 5-year period) (All SLOs are listed on the assessment reporting form and numbered. You may also wish to refer to the IE site for the ALC to see a quick list of SLOs.)	Report
Summary: Complete the Summary Sheet tab	Summary Tab
Delivery: Clear description of program delivery (and establish expectations about the need for disaggregation by location/modality)	Summary Tab
Reflection: Document faculty engagement and reflection on assessment evidence for program improvement	Summary Tab
CM: Curriculum Map posted on IE site (if CM in supporting doc, score as 0 and add a note to comments to post doc on IE site)	IE Site
Plan: 5-Year Assessment Plan posted on IE site	IE Site

Maturity of Assessment (Evidence work represents credible, meaningful, sustained assessment processes)

Measures

Align: Description of measures; Measures align with Student Learning Outcome assessed (clearly relevant to the SLO - face validity). <i>At least one SLO must clearly align with the measure.</i>	Report
Direct Measure: At least one measure is a <i>direct measure</i>	Report
Multiple Measures: Use multiple measures (may be 2 direct measures or a mix of direct and indirect measures) to assess an SLO. <i>Score if at least 1 SLO has multiple measures (all need not have multiple measures).</i>	Report
Reliable & Valid: Explicit efforts to establish reliability and validity of the measure	Report

Data collection processes

Representative sample of work collected. Delivery (Representative sample): Provides information about modalities/locations and other information needed to determine if sample of data accurately represents program delivery	Summary Tab
Disaggregated: Based on modality of program described on Summary Tab, the assessment findings are appropriately disaggregated by modality and/or location.	Report
Course Sections: Reports the number of course sections that provided assessment data	Report
Students: Reports the number of students who provided assessment data	Report

Report of results

Assessment Report: Table of numeric information (center of Excel spreadsheet rep

Benchmark: Articulates an appropriate benchmark (Articulate desired results. Specifically, benchmark is not below 70%. If benchmark is below 70%, provides a strong rationale for the lower benchmark.) <i>Must have additional detail, not just the prepopulated 70% meet expectations benchmarked entered by IE on all templates.</i>	Report and/or Summary Tab
Student Results: Report number of students that Met or Exceeded expectations	Report

Comparison: Comparison of current findings with observations from previous assessments of this SLO (2 or more year comparison)	Report
Results: Summary of results presented in the report or supporting documents (If you cannot find or open supporting docs referred to in report, contact Carolyn Beamer to locate)	Report - Use of Results Column
Examples: Submit examples of assignments, rubrics, or other assessment instruments to explain how SLOs are assessed	Report, Summary Tab (list), or Supporting Document(s)

Interpretation of assessment findings

Meeting Date: Document date of faculty meeting when assessment findings were discussed	Report and/or Summary Tab
Attendance: Report attendance at assessment meeting (Narrative gives names of attendees, number of faculty in attendance, <i>or</i> percentage of faculty attending)	Use of Results narrative and/or Minutes as a supporting Document
Minutes: Submit minutes for the assessment meeting (Actual minutes as a supporting document)	Supporting Document
Decision(s): Decisions made at assessment meeting align with assessment findings (logical relation between decisions and the assessment findings)	Report and/or Summary Tab (also see meeting minutes if attached)

Use of results to improve student learning

Actions align with findings. Clear relation between assessment findings and actions taken to improve student learning on specific SLO(s). Decisions made are logically related to the interpretation of assessment evidence. Use of Results should be "action-oriented." (<i>The department will implement/change</i>)	Report and/or Summary Tab
Actions Clearly planned or Implemented: Unambiguous evidence that actions to improve learning have been or will be implemented	Report and/or Summary Tab

Faculty engagement

Breadth: Evidence of broad faculty engagement (> 50%) in reflection on and interpretation of the findings. Key indicators: are <i>references to meetings</i> (ex. At the spring departmental retreat; at the assessment meeting, etc.), and <i>documents such as meeting agendas and meeting minutes</i> reflecting a discussion of assessment findings and use of results. (ex. Departmental level "Making Sense" meeting.) In no clear documentation (e.g., "faculty decided" or "we decided", score as 0)	Report and/or Summary Tab (also see meeting minutes if attached)
Communication: Describe how assessment findings and decisions are disseminated/communicated	Supporting Document

	To faculty: Dissemination to all faculty (including contingent faculty)	Supporting Document
	To Stakeholders: Dissemination to relevant stakeholders (students, advisory committee, community partners, etc.)	Supporting Document

Evidence of Impact (Closing the loop from previous year)

Refer to the 5-Year Assessment Plan as appropriate to determine role of current assessment in the cycle for that outcome

	Evaluate Impact: Current assessment evaluated the impact of an initiative implemented, based on previous assessment findings	Report and Assessment Plan
	Compelling Evidence: Assessment findings provide compelling evidence about the impact of the new initiative (positive or negative)	Report - Use of Results Column